**K-5 Math Lesson Plan**

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| **Teacher: Santoro/Muire** | | | **Grade:1** | | | **Date(s)**: |
| **Unit Title:**  Unit 1: Count to 120 | | | | **Corresponding Unit Task: Task 2** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I write numbers up to 120? * How can I show how many tens and ones make a two-digit number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Set of student materials to use for modeling, | | **Student:**  Paper bag with number cards or number tiles 1-9, writing paper | | | Tens, ones, digit, two digit number | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1. NBT.2a** | | | | | |
| **I can Statement(s):**  I can write two-digit numbers.  I can show how many tens and ones make a two-digit number. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) | | | | | |
| **Teacher Directed**:  The teacher will model the activity the children will use to practice building two digit numbers. The teacher will choose two numbers from the paper bag. She will use the number cards to make two two-digit numbers (example: draw numbers 2 and 4. Teacher makes the number 24 and 42). Write the first number you can make with the two number cards (ex: 24). Then, write how many tens and how many ones make up that number (ex: 2 tens and 4 ones). Next, write the other number that can be made (ex: 42) and the tens and ones that make that number (ex: 4 tens and 2 ones). Emphasize as you are doing this that you can make two different two-digit numbers from the two numbers drawn, and the order you write the digits is important—24 and 42 are two completely different numbers, as shown by the different amounts of tens and ones. | | | | | |
| **Guided Practice:** Continue the activity. Have a child draw two more numbers from the bag. Together, talk about how to build a number. Guide them as they record the first two-digit number you can make on student’s writing paper. Record the number of tens and ones, as modeled. Continue with the other two-digit number that can be made with the number cards drawn. Do this a couple of times, putting the cards back in the bag after you have made the two two-digit numbers. | | | | | |
| **Independent Practice:** Student will then practice the skill individually by continuing the activity on their own. | | | | | |
| **Closing/Summarizing Strategy:** Gather children together once again on the carpet. Have children share with a partner (or with the whole group, if preferred) a set of two-digit numbers they made with their number cards. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Add the 0 card to the bag. Talk about what will happen when you draw a zero. Can you make two two-digit numbers? | | |  | | |  |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |